

**TEACHING SPEAKING TECHNIQUES FOR THE SEVENTH GRADE  
STUDENTS OF SMP N 1 WERU IN THE ACADEMIC YEAR OF 2016/2017**



**Submitted in partial fulfilment of the requirements to achieve  
The Master Degree in English Language Study**

**by**

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## APPROVAL

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PUBLIKASI ILMIAH

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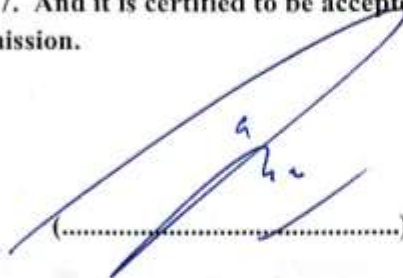
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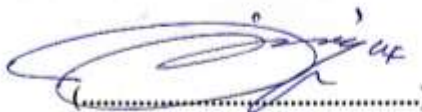
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# **TEACHING SPEAKING TECHNIQUES FOR THE SEVENTH GRADE STUDENTS OF SMP N 1 WERU IN THE ACADEMIC YEAR OF 2016/2017**

## **ABSTRACT**

Technique is classroom practices done by the teacher when presenting a language program. It is believed that the teacher in teaching learning activities using some techniques be successful and give a good result. The type of this research is descriptive qualitative research. The primary data are the answers to the document and field notes of interview and observation result. This research focuses on the questions problems statement such as: the techniques, the purposes, the problems faced by the teachers, the solutions of the teachers, the teachers' roles and students' roles. The techniques used by the Teacher at SMP N 1 Weru in teaching speaking activities are role play, discussion and games. The purpose of the teachers' uses these techniques are to improve enthusiasm and interest of the students' in speaking English. The teacher does not only teach the students but also gave motivations to the students in the classroom. The roles of teachers at SMPN 1 Weru are controller, observer, corrector, prompter, resource and assessor. The result of students' roles in speaking activities at SMP N 1 Weru such as: The learner is monitor and evaluator for his or her own progress.

**Keywords:** Techniques, Speaking, Descriptive Qualitative

## **ABSTRAK**

Teknik merupakan praktek di dalam kelas yang dilakukan oleh guru ketika pembelajaran bahasa. Hal ini dipercaya bahwa jika guru menggunakan beberapa teknik yang tepat dalam mengajar di dalam kelas akan memberikan hasil yang memuaskan. Penelitian ini menggunakan bentuk deskriptif kualitatif. Sumber data diambil dari hasil penelitian, hasil observasi dan interview. Peneliti fokus terhadap pertanyaan dalam permasalahan, seperti; teknik, tujuan, masalah yang timbul, solusi, peran guru dan peran murid di SMP N 1 Weru. Teknik yang digunakan oleh guru di SMP N 1 Weru dalam mengajar berbicara adalah bermain peran, diskusi dan permainan. Tujuannya adalah untuk meningkatkan semangat dan belajar siswa dalam belajar bahasa Inggris. Guru tidak hanya mengajar di dalam kelas tetapi juga memotivasi siswa untuk jadi yang lebih baik. Peran guru di SMP N 1 Weru adalah sebagai kontroller, pengamat, pengoreksi, memberi klu, sumber ilmu dan penilai siswa di dalam kelas. Peran siswa di SMP N 1 Weru adalah sebagai pengamat materi pembelajaran dan penilai/pengukur diri sendiri.

**Kata kunci;** teknik, berbicara, deskriptif kualitatif

## **1. Introduction**

Language is a system to the expression of meaning. It is main function is for interaction and communication of human. Language is usually used by human in order to know and understand each other in the real life. As we know that God created human with different condition and character, so they need to interact and cooperate with other people. As a foreign language in Indonesia, English is educated seriously by many people to have a

good prospect and vision in the community of International world. Recently, English language is important for all people. Since it's important, English is taught widely at formal school starting from elementary school up to universities in Indonesia.

In Indonesia, English has become the main subject for students of TK, SD, SMP, and SMA. In Educational context, English must be mastered for helping students to develop their communicative competent both oral and written. English language has function as a means of communication. For example: to express information, and in daily context, as a means to build interpersonal relationship with others, changing information and enjoy language esthetics in English culture. Speaking activities in student's community in Indonesia are still less. The students would prefer reading and writing to speaking and listening. Normally, the learners use their spare time for speaking with others.

Of the four language skills, speaking is always becoming the main skill given to students. Ever since it is given to beginners, the teacher and the students find many problems in teaching learning process in the class. The most important skill to study English is speaking skill, because it is generally used in our daily life. Teaching speaking must use techniques in order to increase the speaking ability. Hence, the researcher wants to know the English ability especially speaking skills of the seventh students of SMP N 1 Weru and the difficulties faced by them when they speak English because they rarely speak English in their activities.

In order to focus on the topic, the researcher makes the limitations to both the object and the subject of the study. Through this research, the researcher focuses on technique applied on the teaching-learning activities for Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017. The reason of the researcher focuses on techniques applied on teaching-learning activities because the technique of speaking is very important in teaching speaking and it can influence with the students achievement. The researcher wish to know and observe what kind of technique is usually used. Therefore, technique has a big contribution in teaching learning process.

## **2. Method**

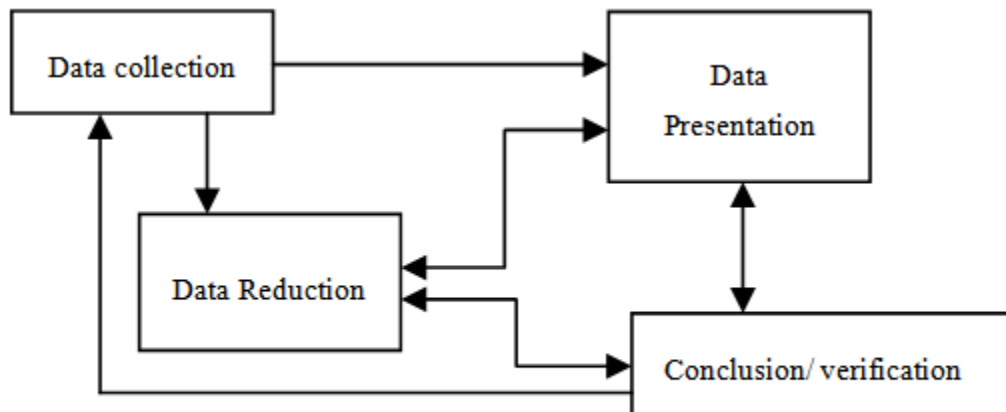
There are some problems that faced by the teacher when they are teaching the students, especially in the speaking skill. Almost of the students can't speak English well

because they're rarely to speak their English language. this research is descriptive, because it describes the teaching learning process at SMP N 1 Weru factually and accurately. The researcher serves the real activities done by the teachers and the students at the classroom. The data of this research can be divided into two categories: primary and secondary data. The primary data are the answers to the document and field notes of interview and observation result. By performing the methods, the researcher can get some necessary information relating to the implementation of technique of the teacher in the classroom. The documents include the syllabus, the material, field notes of observation and video. The researcher came to the field, got the teacher's syllabus and material, did the interview and observation, collected their works, and analyzed them. The secondary data is the data coming from the headmaster and other teachers and the surroundings where the writer may get additional information.

In this research, the researcher uses methodological triangulation. Methodological triangulation are Combining multiple methods to gather data, such as documents, interviews, observations, questionnaires or surveys, when conducting primary research, at different times and in different places. The researcher compares the data she found in the observations, the data from interview and documents to validate the data. After observing the teaching learning process, the researcher does crosschecking by comparing them to the data of interviews and documents.

According to Bogdan and Biklen (in Sugiyono 2006: 334), data analysis is the process of systematically searching and arranging the interview transcript, Field note, and other materials that a researcher accumulates to increase his/her own understanding of them and to enable him/her to presents what he/she has discovered to others. In other words, analyzing data is the process of arranging raw data in order to make the reader understand it easily.

To analyze the collected data, the researcher uses the interactive model proposed by Miles and Huberman. The stages are as follows: data collection, data reduction, data presentation and taking conclusion or verification.



Source: modified from Miles and Huberman (1992)

### 3. Finding and Discussion

This research focuses on the techniques are implemented in English Speaking Teaching-learning at the seventh grade students of SMP N 1 Weru, the purposes of each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru, the problems faced by the teachers of each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru, the solutions of the teachers to each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru, the teachers' roles and students' roles in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru.

#### 3.1.Description of SMP N 1 Weru

This research was conducted at SMP N 1 Weru. SMP N 1 Weru is established on 1935 and addressed at Jl. Kapten Pattimura 03 Tawang Sari-watukelir, Ngadisari, Weru, Sukoharjo. It is located at the village and surrounded with many fields and gardens. The condition was conducive, comfortable and saves. In SMP N 1 Weru have 49 teachers and 26 classes. The seventh grade students' in SMP N 1 Weru has of nine classes, namely: VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H, and VII I Class. The students' are classified based on the average and then they placed into the good class. SMP N 1 Weru Sukoharjo is one of the favorite schools in Sukoharjo which has excellent students with high capability in the academic or non academic side as its output. It can be seen from the students score result in the national examination and the fact that there are many students get medals in joining some competitions.



### **3.2 Research Findings**

#### **3.2.1 Kinds of Techniques in English Speaking Teaching-learning Process at the Seventh Grade Students of SMP N 1 Weru in the Academic Year of 2016/2017**

The researcher conducted observations and research in SMP N 1 Weru were 10 times throughout 5 months. The researcher did the research on Tuesday and Friday. The teachers teaches the students on 08.30 a.m until 11.00 a.m. So in twice, the students only study 90 minutes for two meeting. From the result of interview and observation in SMP N 1 Weru, the teachers are creative to uses some techniques to teach the students in speaking skill. The purpose of the techniques is to stimulate more detailed about prior knowledge in interpreting instructions of the teacher. It is also as way to make students easy to understand with the material. This activity is building up student current knowledge and teaching speaking as appropriate. In 10 times of the research, researchers found some of the techniques that used by the teachers in SMP N 1 Weru to improve the passion of the students in learning English. The teachers use some techniques that appropriate with the ability of their students.

Then the researcher asked the teachers in SMP N 1 Weru about the importance of the techniques in English speaking teaching learning process in the classroom. Informant M replied that the techniques have an important role in teaching learning speaking to the students in the classroom. Informant R also said that the techniques were highly required by the teachers because it can improve the ability of students to speak and practice their English language in the class. When the researcher opened the documents like lesson plan of the teachers in SMP N 1 Weru that appropriate with the techniques that used by teachers in the class, it is accordance with the practices that conducted by the teachers in the classroom. The specifics of observation, interviews and documents that have been done in SMP N 1 Weru, the researcher have found three techniques that used by teachers in English speaking teaching learning process. The techniques used by informant R and informant M in teaching speaking activities are role play, discussion and games.

### **3.2.2 The Purposes of Each Technique in Teaching Speaking Teaching-learning Process at the Seventh Grade Students of SMP N 1 Weru in the Academic Year of 2016/2017**

The teachers in SMP N 1 Weru also agree for using the correct technique can improve students' abilities and interests in learning English language in the classroom. The purpose of the teachers' uses these techniques are to improve enthusiasm and interest of the students' in speaking English. The teachers always encourage students to be active in the classroom, such as: asking questions, giving students the opportunity to speak out in the class, discussions, share the students' ideas, practice in front of the class and also motivate them to brave in the class.

### **3.2.3 The problems faced by the teachers of each technique in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017**

There are some dominant problems faced by the teachers when they're used some techniques, such as;

#### **3.2.3.1 Passive Students**

In the role-play activities, there are some problems with passive students, such as; they didn't want to practice their English language, they still afraid and ashamed when they practiced role-play in front of the class. They just silent and listening the teacher and their friends in the class. In discussion activity, they just say one or two words. They did another activity like played something with their hands. They're not focus with the material and just silent when the teacher tells them to do the assignment. In the game activity, just the clever students were active in the class. They're always asked questions and practice their English language with their friends. And there are 3-5 passive students in the classroom, but the teacher always monitor and push them all to practice and active in the teaching learning activities.

#### **3.2.3.2 Clever students always dominant in the classroom**

In the role-play activities, the clever students always asked the teacher and gave their opinions about the material. They're also shared their idea

in the classroom. When they did role-play in front of the class, they speak English well and felt confident. Almost of the students felt doubtful because they still can't speak English well. The clever students also dominant in discussion activity, they can do the interaction and communication with other groups although they have bad vocabulary and grammar but they're so confident and brave to practice in front of the class. So, the other friends don't want to speak up and just listening their idea and the material that come from the teacher. In the game activity, the clever students always become the winner. So, the competition becomes not fun and uncomfortable. They are always active in the classroom and dominant in the teaching learning activities.

#### **3.2.4 The Solutions of Teachers to Each Technique in Teaching Speaking Teaching-Learning Process at The Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017.**

Based on the problems of the techniques applied in teaching speaking to the seventh grade student of SMP N 1 Weru, the researcher conducts some solutions to overcome the problem in class. First, when the class is in noisy situation, the teacher must control the students by giving additional practice and ask them to pay attention more. Second, when the teacher is teaching the material but the time is over, the teacher should end it and directly give a little conclusion that covers all of the materials on that day. Third, for the students that have low ability in speaking English, the teacher must give a special attention to the student deeply in order to build a competence. It means that building character and competence is started from heart to heart. Lastly, the teacher can provide direct questions to the students in the classroom to get their attention with the material.

#### **3.2.5 The Teachers' Roles in English Speaking Teaching Learning Process at The Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017.**

The roles of teachers at SMPN 1 Weru are controller, observer, corrector, prompter, resource and assessor.

#### 3.2.5.1 Teachers as Controller

She had full authority in the classroom. They kept the class in calm condition, when the students made noisy in teaching learning process, the teacher always reminds them. Teacher always asks and saw the student if they bought the dictionary or not and the teacher also controlled the assignment of the students.

#### 3.2.5.2 Teacher as Observer

Teacher observes what students have done, so the teacher can give criticism and feedback to students. She also observes students performance in group activities and cooperation. The teachers also looks at the ability of students in each skill and knows how the answer of the student's in asking, answer question, sharing about suggestion and give good advised for the students.

#### 3.2.5.3 Teacher as Corrector

The teachers also have a role be a corrector. The teachers in SMP N 1 Weru always decide when and where to correct students production. Another important point is that the teacher always be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, such as: she works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

#### 3.2.5.4 Teacher as Prompter

Sometimes the learners do not find the words when they talk to each other or with the teacher, the teachers then encourage the learners to think creatively so that to be independent from the teacher. In such role, the teachers always help their students so that they will be creative in their learning. In this research, researchers found that the teachers were giving a prompter to his student when performing in front of the class. This is because, the students forget the meaning of the word, then the teacher gives the clue word and finally students are able to talk and carry on learning activities in the classroom.

#### 3.2.5.5 Teacher as Resource

The teachers have a role as resource for the students in the classroom. The job of the teacher here is to answer students' questions. For example, when the students want to know how to say something or when they look for the meaning

of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher always able to offer such needed information.

#### 3.2.5.6 Teacher as Assessor

The Teachers also have a role as assessor for their students. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, then they can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners reactions and how to deal with them.

### **3.2.6 The Students' Roles in English Speaking Teaching Learning Process at The Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017.**

The students' roles in speaking activities at SMP N 1 Weru such as:

#### 3.2.6.1 The learner is monitor and evaluator for his or her own progress.

The learner can be monitor and evaluator for his or her own progress. Student as monitor and evaluator means that the students can see how far they understanding the material. For example: when they know about the material, their ability to learn English language in the classroom and when they did Role-Play with their group.

#### 3.2.6.2 Learner is a member of a group and learns by interacting with others.

Learner is a member of a group and learns by interacting with others. The students follow the learning process and interact with other to discuss the task in a group. The students will try to practice what teacher said and always do all instructions given by teacher. For example: the students perform role play in speaking skill. The students always perform in front of the class in every activity in instructional design of English teaching learning and when they did communication with their friends in discussion activities. They perform in role play to increase their speaking skills.

### **3.3 Discussion**

According to Fauziati (2010) there are many techniques for teaching speaking. The following are some of general techniques for teaching speaking which can be

implemented by the teacher: role-play, game, problem-solving, discussion, and song. The purpose of this technique is to stimulate more detailed about prior knowledge in interpreting instructions of the teacher. It is also as way to make students easy to understand with the material. This activity is building up student current knowledge and teaching speaking as appropriate. The techniques used by informant R and informant M in teaching speaking activities are role play, discussion and games. It's accordance with Fauziati theory about technique of speaking, such as: role play, discussion and games.

The purpose of the teachers' uses these techniques are to improve enthusiasm and interest of the students' in speaking English. The teachers always encourage students to be active in the classroom, such as: asking questions, giving students the opportunity to speak out in the class, discussions, share the students' ideas, practice in front of the class and also motivate them to brave in the class.

The other finding of the research is found at Muktiono (2014) found about the purpose of the teacher in teaching speaking skill. The teacher always repeated the learning material if the students do not comprehend and she helped them if any students needed. The researcher found some of students in the classroom did not concentrate to study because the classrooms condition, but the teacher try to confirm the students and made them felt comfortable in the classroom then continued the teaching learning process.

As a result, the condition at VII grade students of SMP N 1 Weru was a little noisy but it would be interesting and exciting, not boring. The researcher tries to compare the other research. In Nguyen and Tran (2015) finding the problems of the students on the fact that they spoke very little or not at all, the students were worried about making mistakes when speaking English, they could not think of anything to say. The students claimed that they had no motivation to express themselves in speaking class. When taking part in speaking activities, the students were shy of the attention that their speech attracted and they were fearful of criticism or losing face.

The English teacher has roles to make the learner safe, comfortable, enjoy in teaching learning process. The teachers convince the learner can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they

get difficulties in their task's fulfilment. According to Hedge Tricia (2000: 26) the roles of the teacher are controller, assessor, corrector, organizer, prompter, resource. Based on researcher observation in the classroom, there are many teachers' roles. They always alter from one activity to another. The roles of teachers at SMPN 1 Weru are controller, observer, corrector, prompter, resource and assessor.

The English teacher has awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. The major goal in the teaching of language to learner is able to communicate fluently. The result of students' roles in speaking activities at SMP N 1 Weru such as: The learner is monitor and evaluator for his or her own progress. Student as monitor and evaluator means that the students can see how far they understanding the material.

Learner is a member of a group and learns by interacting with others. The students follow the learning process and interact with other to discuss the task. The students try to practice what teacher said and always do all instructions given by teacher. For example: the students perform role play in speaking skill. It's appropriate with Johnson and Paulston theory (in Brown 1994: 7) stated that learner role in individualized approach to language learning: (a) The learner is a planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in the classroom; ( b) The learner is monitor and evaluator for his or her own progress; ( c) Learner is a member of a group and learns by interacting with others; (d) The learner is tutor of other learners; ( e) The learner learns from the teacher, from other students, and from other teaching sources. It revenues that student's role is the essential thing that teacher has to pay attention in the engagement of teaching learning process. Along the observation, it is brief that students have revealed their performances through some activities given by teachers. Discussing the material, doing assignment, listening to teachers' explanation, presentation, role-play. Being attentive and active participant and good listener encourage them to keep the role.

Based on the problems of the techniques applied in teaching speaking to the seventh grade student of SMP N 1 Weru, the researcher conducts some solutions to overcome the problem in class. First, when the class is in noisy situation, the teacher must control the students by giving additional practice and ask them to pay attention

more. Second, when the teacher is teaching the material but the time is over, the teacher should end it and directly give a little conclusion that covers all of the materials on that day. Third, for the students that have low ability in speaking English, the teacher must give a special attention to the student deeply in order to build a competence. It means that building character and competence is started from heart to heart. Lastly, the teacher can provide direct questions to the students in the classroom to get their attention with the material. The researcher tries to compare the other research. In Nasrollah (2014) Based on the findings of this study, university EFL students regardless of their English proficiency levels used fluency-oriented strategies the least frequently. Hence, teacher has solution, like helping students improve their communicative skills and competence by using oral communication strategies in proper contexts. Particularly, teachers should highly be encouraged to provide their students with information of different types of oral communication strategies since the students may not be aware of them and the potential effectiveness of these strategies on their English learning.

#### **4. Conclusion**

In this chapter, the researcher presents some conclusion on several points of views. From the result of observation and discussion, the researcher concludes that: The techniques used by the Teacher at SMP N 1 Weru in teaching speaking activities are role play, discussion and games. The purpose of the teachers' uses these techniques are to improve enthusiasm and interest of the students' in speaking English. The teacher does not only teach the students but also gave motivations to the students in the classroom. She also gave assignment to practice their speaking English at home and always motivated their students in the teaching learning activities.

The roles of teachers at SMPN 1 Weru are controller, observer, corrector, prompter, resource and assessor. The result of students' roles in speaking activities at SMP N 1 Weru such as: The learner is monitor and evaluator for his or her own progress.

The research findings showed that proper techniques can be an alternative strategy to improve the students speaking achievement. It gives some positive effects on the students' motivation, attitude, participation, friendship, and also scores. There are some suggestions for the English teacher, school, and other researcher



First, teacher must choose teaching technique that is relevant to the condition of the students and the class. Choosing a wrong teaching technique as to fail as an initial motivator or guide. Secondly, the recommendation is addressed to the school. The researcher hopes that the school can do the socialization about right techniques can give many positive effects for the students and the teacher. The last recommendation is addressed for the other researcher. It is suggested that they continue the research by developing the aspects which has not been developed in this research.

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